

Component: Cognitive Coaching

Desired Outcome 1.1: Demonstrates a deep understanding of the elements of a planning, reflecting, and problem-resolving conversation.				
Level 1	Level 2	Level 3	Level 4	Level 5
Coaching a planning conversation attempts to follow the map and may include: clarifying a goal, specifying success indicators, anticipating approaches, establishing a personal learning focus, and reflecting on the process. Coach may use laminated maps as a scaffold.		Coaching a planning conversation follows the map and includes: clarifying a goal, specifying success indicators, anticipating approaches, establishing a personal learning focus, and reflecting on the process.		While engaged in a planning conversation, coach exhibits holonomy, exemplifies automaticity, anticipates and responds to cues of coachee, and moves fluidly and purposefully through a planning conversation map. Coach recognizes need to switch to a different coaching conversation based on cues from coachee.
Coaching a reflecting conversation attempts to follow the map and may include: summarizing impressions, analyzing causal factors, constructing new learning, committing to application, and reflecting on coaching. Coach may use laminated maps as a scaffold.		Coaching a reflecting conversation follows the map and includes: summarizing impressions, analyzing causal factors, constructing new learning, committing to application, and reflecting on the process.		While engaged in a reflecting conversation, coach exhibits holonomy, exemplifies automaticity, anticipates and responds to cues of coachee, and moves fluidly and purposefully through a reflecting conversation map. Coach recognizes need to switch to a different coaching conversation based on cues from coachee.
Coaching a problem-resolving conversation attempts to include pacing and leading, asking questions for cognitive shift, paraphrasing for shift conceptual focus, and/or using an outcome structure to shift the focus from third party to the person being coached. Coach may use laminated maps as a scaffold.		Coaching a problem-resolving conversation includes pacing and leading, asking questions for cognitive shift, paraphrasing for shift conceptual focus, and/or using an outcome structure to shift the focus from third party to the person being coached.		While engaged in a problem-resolving conversation, coach exhibits holonomy, exemplifies automaticity, anticipates and responds to cues of coachee, and moves fluidly and purposefully through a problem resolving conversation map. Coach recognizes need to switch to a different coaching conversation based on cues from coachee.
Desired Outcome 1.2: Understands the intentions and purposes of the three support functions and navigates them effectively				
Level 1	Level 2	Level 3	Level 4	Level 5
Coach is able to define the intentions and purposes of the three support functions (coaching, collaborating, consulting). Coach is aware of the support functions and sometimes uses coaching terminology with others.		Coach understands and conveys to others the intentions and purposes of the three support functions (coaching, collaborating, consulting). Coach attempts to be transparent about the support functions by using coaching terminology with others.		Coach has a deep understanding and is able to elaborate to others the intentions and purposes of the three support functions (coaching, collaborating, consulting). Coach is transparent about the support functions and consistently uses coaching terminology to promote schema about support functions.
Coach frequently consults or collaborates with teachers. Coach attempts to use Cognitive Coaching as a default support function.		Coach sometimes defaults to Cognitive Coaching in interactions and shifts to other support functions when he/she notices cues from coachee.		Coach consistently defaults to Cognitive Coaching in all interactions and moves fluidly between the support functions when he/she notices cues from coachee.
Desired Outcome 1.3: Skillful use of Cognitive Coaching tools				
Level 1	Level 2	Level 3	Level 4	Level 5
Coach uses pausing, paraphrasing (three levels of paraphrasing), posing questions (elements of mediative questions) at a Consciously Incompetent level.		Coach uses pausing, paraphrasing (three levels of paraphrasing), posing questions (elements of mediative questions) at a Consciously Competent level.		Coach uses pausing, paraphrasing (three levels of paraphrasing: acknowledge & clarify, summarize & organize, shift level of abstraction), posing mediative questions (elements include: approachable voice, plural forms, tentative language, positive presupposition, open ended) at an Unconsciously Competent level.
Coach understands elements of rapport and research behind mirror neurons.		Coach applies elements of rapport (posture, gesture, tonality, language, breathing) in coaching interactions.		Coach consciously and purposefully applies elements of rapport (posture, gesture, tonality, language, breathing) when: (a) he/she anticipates tension or anxiety, (b) the coach is having difficulty understanding and/or connecting with another person. Coach effectively breaks and reengages rapport when navigating support functions.
Coach is aware of the states of mind and is able to identify them in a coachee.		Coach is able to identify the states of mind (and levels) of the coachee and sometimes matches questions with states of mind to illuminate high SOM and raise low SOM.		Coach consistently identifies the states of mind (and levels) of the coachee and intuitively matches questions with states of mind to illuminate high SOM and raise low SOM.
Coach is aware of the purpose of a Calibrating Conversation.		The coach uses a Calibrating Conversation with a teacher as he/she reflects on a self-assessment tool.		The coach uses a Calibrating Conversation with a teacher as he/she reflects on a self-assessment tool. Coach facilitates professional goal setting as a result of the reflection.

Instructional Coaching Innovation Configuration

Component: Cognitive Coaching

Desired Outcome 1.4: Recognizes and promotes opportunities for engaging in cognitive coaching conversations				
Level 1	Level 2	Level 3	Level 4	Level 5
Coach listens for opportunities to engage in cognitive coaching conversations.		Coach capitalizes on opportunities to promote coaching in all interactions at the school (1:1 teacher interactions, grade level meetings, whole staff meetings).		Coach initiates opportunities to promote coaching in all interactions at the school. Coach collaborates with school leadership to create and articulate opportunities for cognitive coaching conversations as related to school improvement. Coach communicates those opportunities to staff.
Desired Outcome 1.5: Demonstrates the ability to build and establish on-going trust in all relationships.				
Level 1	Level 2	Level 3	Level 4	Level 5
Coach seeks to develop trust with teachers, teams, principal (s), fellow coaches, and key district personnel and may practice benevolence, honesty, openness, reliability, and competence.		Coach works to establish trust with teachers, teams, principal (s), fellow coaches, and key district personnel through practicing benevolence, honesty, openness, reliability, and competence.		Coach establishes high level of trust with teachers, teams, principal (s), fellow coaches, and key district personnel through consistently practicing benevolence, honesty, openness, reliability, and competence.
Coach is aware of filters of perception: representational systems, cognitive styles, and educational belief systems.		During most interactions (1:1 and group), coach listens for indicators of representational systems, cognitive styles, and educational belief systems and strives to match language to the coachee's filters of perception.		During all interactions (1:1 and group), coach listens for indicators of representational systems, cognitive styles, and educational belief systems and consistently aligns coaching to the coachee's filters of perception.
Desired Outcome 1.6: Establishes and maintains collaborative relationships with school and district personnel.				
Level 1	Level 2	Level 3	Level 4	Level 5
Coach and the principal(s) are actively developing trust. The coach and the principal meet occasionally and focus on logistical decisions and/or are defining their working relationship. Coach understands the importance of transparency and confidentiality.		Trust exists between the coach and the principal(s). The coach and the principal meet regularly to focus on school improvement. Coach demonstrates transparency and confidentiality and may act as a liaison between staff and principal.		A high level of trust exists between the coach and the principal. The coach and the principal meet weekly to focus on school goals, review student achievement data, plan professional development, discuss curriculum and instruction, and foster a positive school culture and climate. Coach demonstrates transparency and confidentiality and acts as a liaison between staff and principal.
The coach is developing relationships and trust with instructional staff and is seeking interactions that support the improvement of instructional practice.		The coach establishes relationships and trust with the instructional staff. Interactions occur on a regular basis. Collaboration with instructional staff supports the improvement of instructional practice.		The coach establishes strong relationships and a high level of trust with the instructional staff. Purposeful and focused interactions occur on a regular basis. Collaboration with instructional staff consistently supports the improvement of instructional practices and is based on school goals.
The coach rarely communicates with district personnel regarding the school's instructional coaching program. The coach attends some required district-level meetings and trainings.		The coach communicates with key district personnel in support of the school's instructional coaching program and the coach's own professional growth. The coach attends required district-level meetings and trainings. Coach engages in required meta-coaching opportunities.		The coach effectively communicates and collaborates with key district personnel in support of the school's instructional coaching program and the coach's own professional growth. The coach consistently attends relevant district-level meetings and trainings. Coach engages in regular meta-coaching opportunities for purposeful personal growth in coaching skills.
The coach may collaborate with other instructional coaches. Coach attends IC Connect.		The coach sometimes collaborates with other instructional coaches to support personal learning and school goals. Coach attends IC Connect to build collegial rapport and maintain a support system.		The coach regularly collaborates with other instructional coaches to support personal learning and school goals. Coach regularly attends IC Connect to deepen collegial rapport, to maintain a support system, and to continually self reflect and refine the understanding of the impact of relationships within a coaching model.